

Pupil Premium strategy statement 2019-2020

Overview of the schools

	Katherine Semar Infant School	Katherine Semar Junior School
Total number of pupils on roll	180	251
Total number of pupils eligible for PPG	12	35
Amount of PPG per pupil	FSM - £1320 (10) Service Children - £300 (1) LAC Children - £2300 (1)	FSM - £1320 (33) Service Children - £300 (2)
Total amount of PPG	£15,800	£44,160

Date of most recent PP Review	September 2019
Date of next PP Review	Reviewed July 2020 New strategy 2022

Planned spending for 2019-2020

Desired outcomes to overcome barriers to educational achievement	Action / Approach and implementation	Evidence and rationale for this choice	Monitoring	Responsibility	Review
Equal access to extra-curricular opportunities for all PPG children. 100% of PPG children to access extra-curricular opportunities within school.	All PPG children invited to take part in a club or squad (funded). All PPG children invited to receive funded/part funded 1:1 musical instrument tuition.	EEF Research – Art Participation +2 months EEF Research – Sports Participation +2 months	Review which children are undertaking clubs and playing a musical instrument. Invite all children and follow up throughout the year.	AH AC	Termly
All PPG children to have a love of reading and to make good to rapid progress with their reading fluency and comprehension.	Targeted high quality daily 1:1 reading support with qualified teachers, outstanding TAs and volunteers trained and targeted to hear children read 1:1. Purchase high quality, relevant reading material. Organise termly author visits to inspire children to read.	Sutton Trust Report – What Makes Great teaching (2014) EEF Research – One to one tuition +5 months EEF Research – Phonics +4 months EEF Research – Small group tuition +4 months	Pupil progress meetings Pupil perception surveys into levels of reading enjoyment and engagement Classroom 'drop-ins' (SLT) Monitor frequency of reading in children's planners for both in school and at home	<u>SLT</u> JP RA AH <u>English Subject Leaders</u> EW CDo	Targeted intervention – half termly Progress review – half termly

	<p>Targeted small group phonics intervention with trained teaching assistants and teachers.</p> <p>Targeted small group reading intervention with trained teaching assistants and teachers.</p> <p>Phonics training for teaching assistants and teachers new to Year 1, 2 and 3.</p>		<p>Reading and Phonics assessment data</p> <p>Teaching Assistant observations</p>		
<p>All PPG children to receive a Mathematics curriculum founded in the principles of the mastery approach and to make good to rapid progress in Maths.</p>	<p>Maths subject leader trained as a Mathematics Mastery Specialist and to further develop Katherine Semar School's Mathematics mastery curriculum and to implement staff training for teachers and teaching assistants.</p> <p>Targeted small group mathematics intervention with trained teaching assistants and teachers.</p> <p>Times Tables Rocks used by all children in KS2 to support fluency of times tables facts and targeted small group interventions for times tables fluency in KS2.</p>	<p>Mathematics Mastery – Primary Evaluation Report (February 2015)</p> <p>EEF Research – Mastery Learning +5 months</p> <p>EEF Research – Small group tuition +4 months</p>	<p>Pupil progress meetings</p> <p>Classroom 'drop-ins' (SLT)</p> <p>Maths assessment data</p> <p>Teaching Assistant observations</p>	<p><u>SLT</u> JP RA AH</p> <p><u>Maths Subject Leaders</u> GS CDe</p>	<p>Targeted intervention – end of each half term</p> <p>Progress review – half termly</p>
<p>All PPG children to have good attendance (above 96%), to demonstrate high levels of engagement, positive learning behaviours and high self-esteem.</p>	<p>Members of SLT (allocated to a year group) to hold 1:1 student conferences with each child termly from Y3-6.</p> <p>Development of strong verbal AfL practices across the school. Feedback policy and practice to be regularly reviewed, updated and implemented in light of most up-to-date research.</p> <p>Trained learning mentors to work 1:1 with children on a weekly basis with children who are demonstrating a need for their aspiration, self-esteem and learning behaviours to develop.</p>	<p>EEF Research – Social and emotional learning +4 months</p> <p>EEF Research – Feedback +8 months</p> <p>The Zones of Regulation – Leah Kuypers (2011)</p>	<p>Classroom 'drop-ins' (SLT)</p> <p>Staff to record and review personal targets with children (student conferences and pupil champion meetings)</p> <p>Assessment data</p> <p>Attendance data</p> <p>Pupil progress meetings – to identify and discuss children that will benefit from learning mentoring or a pupil champion.</p>	<p><u>SLT</u> RA AH JL CDo GS</p> <p>KM (SENCo)</p>	<p>Attendance review – half termly</p> <p>Pupil Champions /Student conference – termly</p> <p>Learning Mentoring – half termly</p> <p>Feedback policy –</p>

	<p>External training for Attendance lead and ongoing improvements to the school's system for monitoring and tackling attendance issues.</p> <p>The Zones of Regulation to be embedded within the INSPIRE Curriculum to foster self-regulation and emotional control. Teacher staff and Teaching Assistants trained.</p> <p>'Pupil Champions' (teaching staff) to meet with targeted Year 6 children ½ termly – successes and targets shared, discusses and reviewed.</p> <p>Social skills groups (following the Socially Speaking programme) led by a trained Teaching Assistant.</p>				Annually (July)
<p>A whole school curriculum that through high quality P4C teaching offers opportunities for PPG children to develop their listening, to value and respond to the contributions of others, to critically question ideas and to connect and suggest new ideas.</p>	<p>Teaching staff trained to Level 2 (SAPERRE) and continued training with lead P4C teacher.</p> <p>Key part of Katherine Semar's INSPIRE curriculum. Key concepts in P4C related to curriculum topics.</p> <p>P4C taught to a high standard across all year groups every half term.</p> <p>Katherine Semar School to meet the standards required to receive the SAPERE silver award.</p>	<p>A Durham University project – 'Non-cognitive impacts of philosophy for children' (2017) concluded the P4C programme developed by SAPERE could be an effective way for school to spend their Pupil Premium funding to improve results for deprived pupils.</p>	<p>Classroom 'drop-ins' (SLT)</p> <p>Planning scrutiny and feedback (P4C lead)</p>	<p>JP WM (P4C lead)</p>	Termly
<p>All PPG children to understand, retain and use a wider range of vocabulary (Tier 2 and Tier 3) in their speech and written work.</p>	<p>Development and use of knowledge organisers in Science and other subjects.</p> <p>Teacher training in developing and utilising knowledge organisers. Knowledge organisers to be used in classes to help children gain, retain and build topic specific knowledge, including vocabulary.</p>	<p>Bringing Words to Life – Isabella Beck (2002)</p> <p>Closing the Vocabulary Gap – Alex Quiggle (2018)</p>	<p>Classroom 'drop-ins' – monitor children's retention and ability to use topic specific Tier 3 and a wider range of Tier 2 vocabulary (SLT)</p> <p>Book looks to show a wider range of Tier 2 vocabulary being used (English books) Tier 3 vocabulary (INSPIRE books)</p>	<p>JP BM</p>	Termly

	Vocabulary training for teaching staff. Teaching staff to become increasingly skilled at teaching aspirational vocabulary across the subjects and within instructional/day to day language.		Writing and foundation subject assessment data Subject Leader monitoring and cross year group staff collaboration to develop and improve the approach towards using knowledge organisers		
All children to be inspired and engaged by a broad and rich range of trips, visits and experiences, which result in improved outcomes across the subjects.	All trips and visits planned to link with curriculum learning – often 'launches' and 'lands' to topics. All children to be able to access all educational visits	UCL Research – 'Out of School Activities During Primary School and KS2 Attainment' – Jenny Chanfreu, Emiy Tanner, Meg Callanan, Karen Laing, Amy Skipp and Liz Todd (2016)	Annual review of the success of all educational visits and their place in the INSPIRE curriculum between SLT and teachers. INSPIRE book looks (SLT and subject leaders) Pupil perception surveys	JP RA	Termly
All children to access broad and rich experiences through outdoor adventurous learning, which result in improved self-confidence, perseverance, resilience and collaboration skills.	All children to have access to Forest School. Led by trained Level3/4 Forest School leaders in a local Forest School site.	EEF Research – Outdoor adventure learning +4 months	Forest School session observations by SLT.	GS TW	Termly